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ABSTRACT

Results are presented of the 1986-87 survey of a randomly selected 50% sample of teachers, all campus and central administrators, and all high school students in the Austin (Texas) Independent School District (AISD). Data concern the Fall 1986 Student Survey (83% response rate), Spring 1987 Teacher Survey (71% response rate), and Spring 1987 Administrator Survey (87% response rate) are provided. The samples include 13,035 high school students, 1,307 teachers, and 257 administrators. Results indicate that: (1) compared to teachers nationwide, AISD teachers had more positive attitudes toward the schools in which they teach, but had a significantly more pessimistic outlook concerning their profession and longevity as teachers; (2) AISD teachers more frequently indicated a lack of support from the school board, community, and parents; (3) most teachers had questions concerning the Texas Teacher Appraisal System; (4) teachers had positive to mixed and administrators had positive attitudes toward Project BEST; (5) most AISD high school students reported that the quality of education in their schools is the same or improving compared to the previous year; and (6) for the second consecutive year, more high school students agreed than disagreed that the "no pass, no play" rule encouraged them to make better grades. Sixteen graphs, figures, and tables are provided. The three survey forms are appended. (TJH)

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WHERE WE STAND: AISD DISTRICTWIDE SURVEYS, 1986-87

EXECUTIVE SUMMARY

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Every year issues arise about which the opinions of AISD students, teachers, and administrators are needed. Some of the questions are of districtwide significance; others are specific to certain projects being evaluated. Since 1979-80, the vehicle for obtaining staff opinion has been the districtwide survey process. A survey administered to all high school students has been conducted yearly since 1983-84.

In 1986-87, ORE surveyed a randomly selected 50% sample of teachers, all campus and central administrators, and all high school students. Response rates were 83% for students, 87% for administrators, and 71% for teachers.

This report provides the findings for those questions of general interest not reported in specific evaluation reports.

MAJOR FINDINGS

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1. Compared to a national sample of teachers, AISD teachers reflected significantly more positive attitudes toward the schools where they teach. However, AISD teachers were significantly more pessimistic in outlook toward their profession and longevity as teachers.

2. AISD teachers and teachers nationwide did not differ significantly in their perceptions of support from school and central office administrative staff. However, AISD teachers more frequently identified a lack of support from the School Board, the community, and parents as problems that detract from the quality of teaching.

3. Most teachers indicated that there was a great deal of anxiety on their campuses about the new Texas Teacher Appraisal System, and a majority still have many questions about the system. They also rated the new appraisal system less favorably than AISD's former teacher evaluation system.

4. After three years of implementation, teachers' attitudes toward Project BEST are positive to mixed, while administrators' attitudes are positive. Generally, attitudes toward the project became more positive in its second year, then turned less positive in its third year.

5. Most AISD high school students reported that the quality of education in their schools is the same or improving compared to the year before.

6. For the second year in a row, more AISD high school students agreed than disagreed that the "no pass, no play" rule encouraged them to make better grades. Compared to last year, students this year were significantly more positive in their approval of the rule.

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WHERE WE STAND: AISD DISTRICTWIDE SURVEYS, 1986-87

FINAL REPORT

INTRODUCTION

This report presents the results from three districtwide surveys conducted in the Austin Independent School District during the 1986-87 school year:

- Fall, 1986 Student Survey
- Spring, 1987 Teacher Survey
- Spring, 1987 Administrator Survey

The key characteristics of these surveys are summarized in the table below.

	SURVEY		
CHARACTERISTICS	STUDENT	TEACHER	ADMINISTRATOR
Population Surveyed	All high school students	50% random sample of teachers	All campus and central administrators
Survey Topics	Vocational course interests, quality of education, "no pass, no play," teaching as a career, extracurricular activities, PAL Program, summer school	Adopt-A-School, AIM High, teacher appraisal system, Bilingual/ESL Program, Cable 8, extracurricular transportation, Magnet Program, newsletters, Outdoor Learning, PAL Program, Project BEST, retention, school climate, staff development, Student Assistance Program, TEAMS, testing, time use, Title VII	Academic Incentive Program, Adopt-A-School, AIM High, Bilingual/ESL Program, Cable 8, extracurricular transportation, Magnet Program, newsletters, Outdoor Learning, PAL Program, Project BEST, retention, school climate, School Community Guidance Program, staff development, Student Assistance Program, TEAMS, testing, time use, Title VII, Transitional Academic Program
Dates of Administration	November 14 - 24	March 13 - April 20	March 25 - April 21
Total Number of Items	29	210	86
Range of Items Per Respondent	10 - 15	13 - 23	10 - 18
Number of Surveys	15,646	1,851	297
Number of Surveys Returned	13,035	1,307	257
Percentage of Surveys Returned	83%	71%	87%

The report is intended both as a summary of findings and as a resource for the reader interested in examining the results firsthand. Accordingly, while selected findings of general interest are highlighted and discussed, all of the results except those reported in specific evaluation reports are presented in tabular form in a Data Bank for each survey. Data Banks for students, teachers, and administrators are Attachments 1, 2, and 3, respectively.

Origin of Survey Questions

The 1986-87 school year, like several previous years, saw a number of issues of districtwide significance--among them TEAMS, the appraisal system, and school climate--about which there was a need to sample the opinions of students, teachers, and administrators.

The primary purpose of the annual student survey is to provide vocational counselors with information about the vocational course interests and job needs of students. The majority of the 29 items directed to students in fall, 1986 concerned vocational matters. However, the survey also serves as the means to get student input on specific programs (e.g., the Peer Assistance Leadership Program) and on issues of general concern to the District (e.g., quality of education and "no pass, no play").

Like the student survey, the annual districtwide surveys of teachers and administrators serve a dual function, permitting evaluation staff to ask questions specific to certain programs, as well as providing the framework through which many districtwide data needs are satisfied. The 210 teacher items and 86 administrator items which came to be included on the surveys reflect the interest and participation of many persons outside of ORE about a wide range of topics.

Statistical Significance

When findings from different years or from different groups of respondents are compared, it is important to determine whether the differences between the groups' responses are likely to have arisen from chance differences in the sample selected rather than from true differences between the groups. To ascertain this, tests of significance are performed. In this report, when the term "statistically significant" is used, it indicates that a chi square test of significance was performed and that the differences between the two groups' distributions of responses would occur fewer than five times in 100 comparisons of samples drawn from populations with identical distributions.

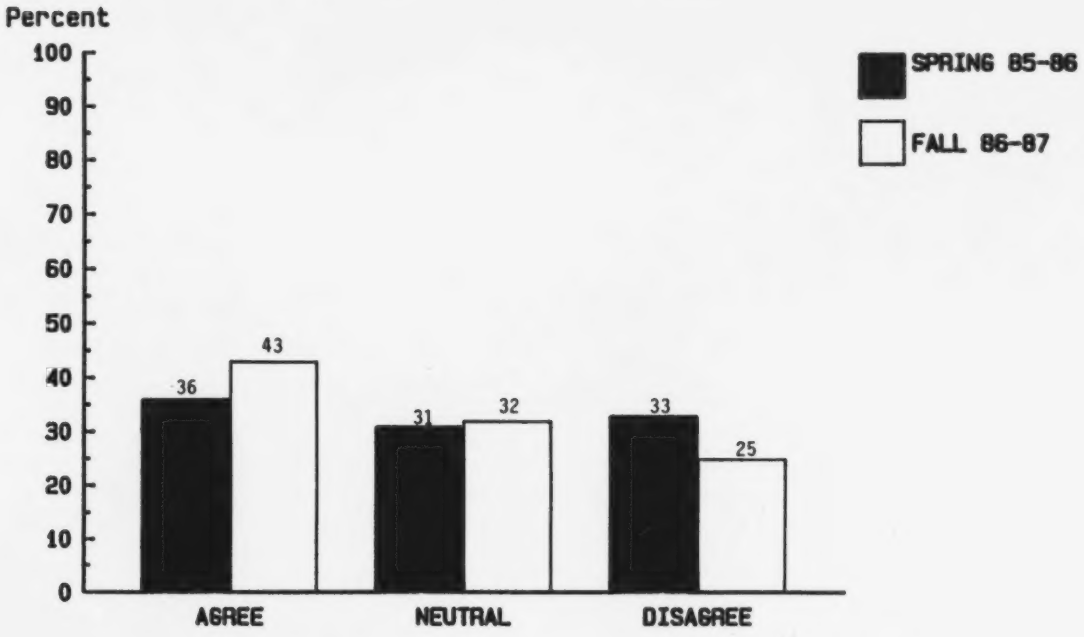
STUDENT OPINIONS

"No Pass, No Play"

An issue of some interest locally and nationally is the controversial "no pass, no play" rule. Critics fault the rule as overly harsh and as contributing to the dropout problem. AISD student opinion is mixed, but more students agree than disagree that the rule encourages them to make better grades. In fact, since students were first queried last year, student approval of "no pass, no play" has grown significantly more positive.

FIGURE 1

STUDENTS' RESPONSES TO:
THE STATE "NO PASS, NO PLAY" RULE ENCOURAGES ME TO MAKE BETTER GRADES.

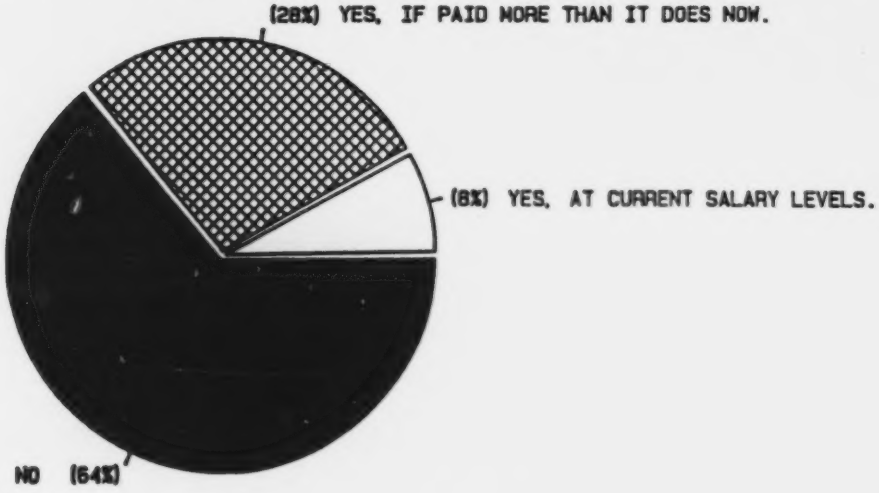


A = STRONGLY AGREE, AGREE
N = NEUTRAL
D = DISAGREE, STRONGLY DISAGREE

Teaching as a Possible Career

Potential shortages in the teaching profession is another nationally publicized issue. What do AISD students think about their prospects of becoming teachers? About two thirds of them said they would not teach. Fewer than one student in ten would teach at current salary levels.

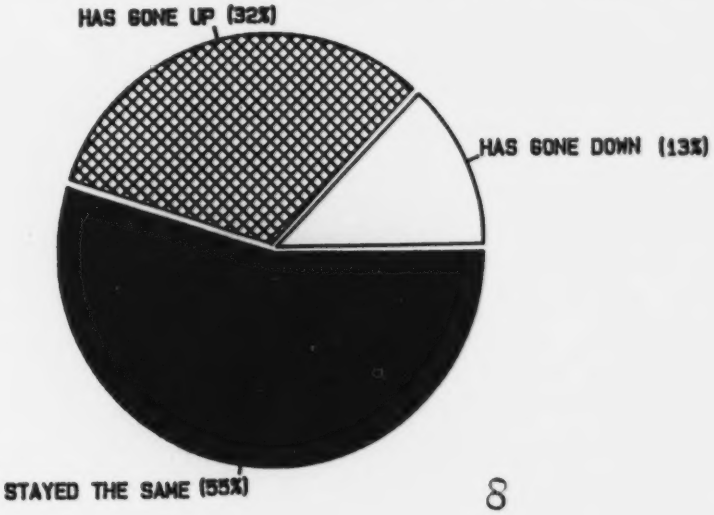
FIGURE 2
STUDENTS' RESPONSES TO:
WOULD YOU CONSIDER TEACHING AS A POSSIBLE CAREER FIELD?



Quality of School Education

Despite national concern over the quality of the nation's schools, the fall student survey indicates most AISD students report that the quality of education in their schools is the same or improving compared to the year before. Of the students who were in attendance last year, only 13% said that the quality of education in their school has gone down.

FIGURE 3
STUDENTS' RESPONSES TO:
COMPARED TO A YEAR AGO, WOULD YOU SAY THAT THE QUALITY OF EDUCATION IN YOUR SCHOOL...



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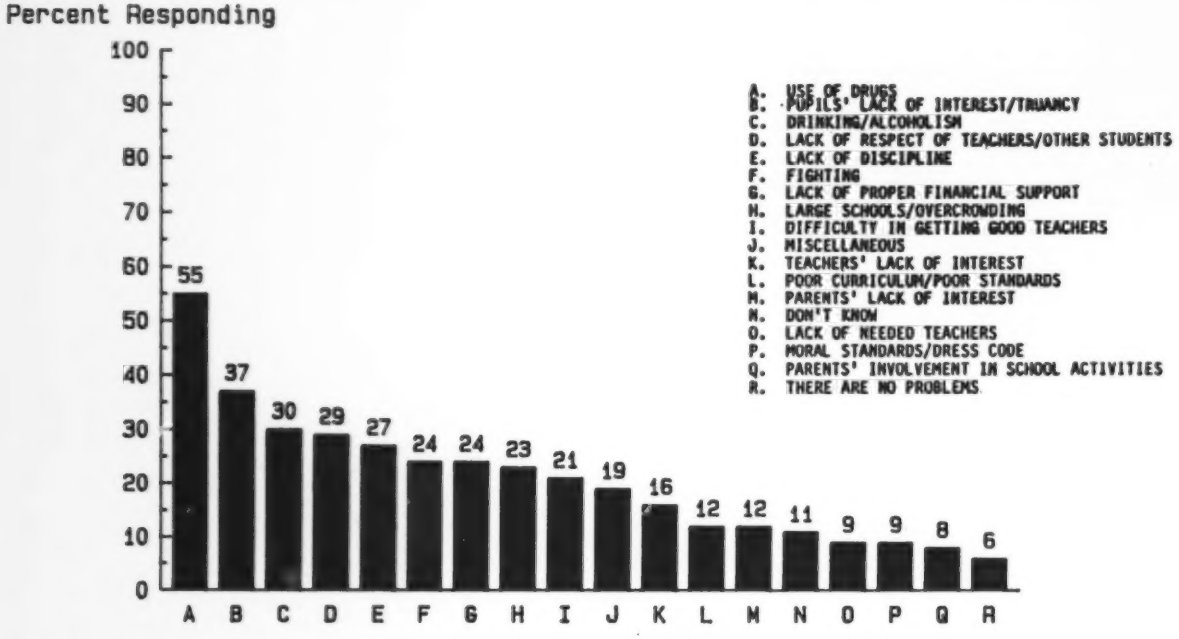
The Biggest Problems for Schools

AISD students are in step with the national mood in identifying drugs as the most important problem facing their schools. Other problems topping the list of AISD students' concerns were pupils' lack of interest/truancy, drinking/alcoholism, and lack of respect of teachers/other students. Among the items of lesser concern to students were moral standards/dress code, lack of needed teachers, and parents' involvement in school activities.

FIGURE 4

STUDENTS' RESPONSES TO: WHAT DO YOU THINK ARE THE BIGGEST PROBLEMS WITH WHICH YOUR SCHOOL MUST DEAL?

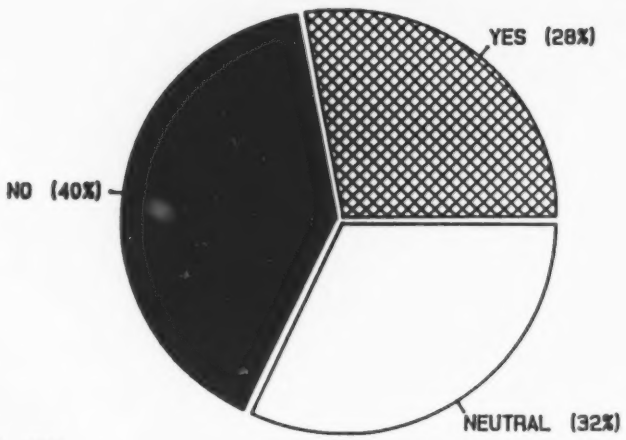


Note: Because more than one choice was permitted, percentages sum to greater than 100.

TEAMS

Whatever else the state-mandated test might do, the TEAMS does not measure future success, in the opinion of AISD high school students. Of the students who responded "yes" or "no," most said that TEAMS is not a good measure of their success in the future.

FIGURE 5
STUDENTS' RESPONSES TO:
DO YOU THINK THAT THE TEAMS IS A GOOD MEASURE OF YOUR SUCCESS IN THE FUTURE?



YES = DEFINITELY YES, YES
NO = DEFINITELY NO, NO
NEUTRAL

AISD students also indicated that:

- The 20 days of mini-lessons prior to the TEAMS were helpful in preparing for the TEAMS, and
- Bells ringing, not enough work space, and too much noise outside of the test area were among the most prevalent problems present while they were taking the TEAMS.

Other results revealed that:

- Students would tolerate classes larger by one student so that teachers could receive a $1,000 raise.
- The reasons most cited by students for not going to summer school were: they did not fail any courses, had other plans for the summer, and needed a break from school.

Complete results from the fall, 1986 Student Survey are contained in Attachment 1, the Student Data Bank.

TEACHER AND ADMINISTRATOR OPINIONS

School Climate

In 1986-87, a number of items relating to school climate were placed on the teacher and administrator surveys. A selection of items from the annual teacher survey conducted by the Education Research Service (ERS) was used so that a national comparison would be available.

Characteristics of Schools. Figure 6 shows the responses of teachers and campus administrators to items about the characteristics of their schools.

- On nearly every item, campus administrators reflected a more positive outlook about their schools than did teachers.

In retrospect, it is not surprising that such differences exist. Most of the items reflect directly or indirectly upon the leadership of the principal. It is unlikely that principals would rate themselves lower on such an opinion survey.

Figure 7 compares the responses of AISD teachers and teachers nationwide to these same items.

- AISD teachers reflect significantly more positive attitudes toward the schools where they teach than do teachers nationwide. While this was the tendency for most items, it appeared to be especially true of items concerning teachers' interactions with students and fellow teachers.

- However, the generally positive response is not uniform. It appears that AISD teachers responded to some items both more extremely positively and more extremely negatively than teachers in general. This duality of response seemed more likely to occur on items relating to teachers' interactions with principals, the resolution of conflict, staff development, and student behavior and respect for teachers.

Factors That Detract from Quality Teaching. Figure 8 compares the responses of AISD teachers and a national sample of teachers to items about factors that detract from quality teaching.

- AISD teachers and teachers nationwide did not differ significantly in their perceptions of support from school and central office administrative staff.

- AISD teachers differed significantly from teachers nationwide in more frequently identifying a lack of support from the School Board, the community, and from the parents of children in school as problems that detract from quality teaching.

Personal Satisfaction with Teacning as a Profession. Figure 9 shows the responses of AISD teachers and a sample of teachers nationwide to two items related to satisfaction with teaching as a profession.

- AISD teachers are significantly more uncertain about continuing in the teaching profession and are more likely to believe that the profession has declined in the last five years.

Taken altogether, the responses suggest that the many changes that have occurred in AISD in recent years that have been beyond the District's control have tended to have a negative impact on the teachers' view of their profession and the support they receive from parents and the community. At the same time, they appear to be more positive generally about their specific situations and their fellow teachers than teachers nationally. These findings appear to be a positive tribute to the professionalism of AISD's teachers and administrators.

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FIGURE 6
CHARACTERISTICS OF SCHOOLS—COMPARISON OF RESPONSES TO SURVEY ITEMS FROM AISD TEACHERS AND ADMINISTRATORS

The following is a series of statements regarding schools. To what extent do you either agree or disagree with the following statement as it applies to your school?

		N	Agree	Tend to Agree	Tend to Disagree	Disagree
The general school climate is conducive to learning.*	Teachers	N = 140	56%	30%	8%	6%
	Administrators	N = 44	86%	11%	2%	0%
Teacher ideas for improving the educational program are considered valuable.*	Teachers	N = 140	37%	40%	12%	11%
	Administrators	N = 37	65%	35%	0%	0%
The resolution of conflict or problems is addressed positively.*	Teachers	N = 136	43%	35%	10%	11%
	Administrators	N = 32	88%	13%	0%	0%
Parents are actively involved in the educational process.*	Teachers	N = 155	19%	28%	33%	20%
	Administrators	N = 46	48%	37%	7%	9%
Students are treated with respect by teachers.	Teachers	N = 138	72%	25%	3%	1%
	Administrators	N = 32	66%	31%	3%	0%
School goals and priorities are well defined with programs developed to implement them.	Teachers	N = 137	37%	44%	13%	6%
	Administrators	N = 27	37%	41%	22%	0%
Students are interested in academics and learning.*	Teachers	N = 145	29%	43%	22%	6%
	Administrators	N = 36	61%	33%	3%	3%
Teachers believe their students can learn.	Teachers	N = 115	72%	24%	4%	0%
	Administrators	N = 31	77%	23%	0%	0%
Parents support the school's rules and disciplinary system.*	Teachers	N = 130	26%	47%	19%	8%
	Administrators	N = 37	46%	49%	5%	0%
Teachers are treated with respect by students.*	Teachers	N = 143	22%	48%	15%	14%
	Administrators	N = 43	49%	30%	19%	2%
There is a sense of order and discipline in the school.*	Teachers	N = 131	47%	31%	16%	6%
	Administrators	N = 38	79%	11%	8%	3%
Teachers are actively involved in ways to improve student learning.	Teachers	N = 164	65%	27%	3%	5%
	Administrators	N = 37	62%	35%	3%	0%

* Statistically significant difference

FIGURE 6 (continued)

		N	Agree	Tend to Agree	Tend to Disagree	Disagree
The principal is an effective instructional leader.*	Teachers	N = 125	48%	29%	14%	10%
	Administrators	N = 31	81%	13%	7%	0%
Staff achievements are recognized.	Teachers	N = 141	31%	42%	18%	9%
	Administrators	N = 31	48%	45%	3%	3%
The principal is willing to discuss problems with teachers.*	Teachers	N = 148	56%	26%	9%	10%
	Administrators	N = 47	87%	9%	2%	2%
Teachers cooperate with each other.	Teachers	N = 136	56%	32%	9%	3%
	Administrators	N = 37	57%	30%	11%	3%
The principal is a good representative of the school to parents/community.*	Teachers	N = 145	66%	25%	3%	6%
	Administrators	N = 38	95%	0%	5%	0%
Professional development opportunities are targeted to the needs of the school program.*	Teachers	N = 155	21%	42%	23%	14%
	Administrators	N = 44	32%	50%	18%	0%
Students obey the school's rules.*	Teachers	N = 155	19%	52%	17%	12%
	Administrators	N = 45	51%	40%	9%	0%

* Statistically significant difference

FIGURE 7
CHARACTERISTICS OF SCHOOLS—COMPARISON OF RESPONSES TO SURVEY ITEMS FROM AISD AND A NATIONAL SAMPLE OF TEACHERS

The following is a series of statements regarding schools. To what extent do you either agree or disagree with each statement as it applies to your school?

		N	Agree	Tend to Agree	Tend to Disagree	Disagree
The general school climate is conducive to learning.*	AISD	N = 140	56%	30%	8%	6%
	Nation	N = 1333	40%	42%	14%	4%
Teacher ideas for improving the educational program are considered valuable.*	AISD	N = 140	37%	40%	12%	11%
	Nation	N = 1327	28%	39%	24%	9%
The resolution of conflict or problems is addressed positively.*	AISD	N = 136	43%	36%	10%	11%
	Nation	N = 1320	28%	45%	21%	6%
Parents are actively involved in the educational process.	AISD	N = 155	19%	28%	33%	20%
	Nation	N = 1324	15%	32%	39%	14%
Students are treated with respect by teachers.*	AISD	N = 138	72%	25%	3%	1%
	Nation	N = 1334	37%	55%	7%	1%
School goals and priorities are well defined with programs developed to implement them.*	AISD	N = 137	37%	44%	13%	6%
	Nation	N = 1327	29%	46%	21%	4%
Students are interested in academics and learning.*	AISD	N = 145	29%	43%	22%	6%
	Nation	N = 1318	12%	47%	33%	9%
Parents support the school's rules and disciplinary system.*	AISD	N = 130	26%	47%	19%	8%
	Nation	N = 1323	14%	54%	25%	8%
Teachers are treated with respect by students.*	AISD	N = 143	22%	48%	15%	14%
	Nation	N = 1311	19%	53%	22%	6%
There is a sense of order and discipline in the school.*	AISD	N = 131	47%	31%	16%	6%
	Nation	N = 1331	35%	45%	17%	4%
Teachers believe their students can learn.*	AISD	N = 115	72%	24%	4%	0%
	Nation	N = 1327	44%	49%	6%	1%
Teachers are actively involved in ways to improve student learning.*	AISD	N = 164	65%	27%	3%	5%
	Nation	N = 1327	32%	51%	16%	2%
The principal is an effective instructional leader.*	AISD	N = 125	48%	29%	14%	10%
	Nation	N = 1322	31%	39%	21%	9%

* Statistically significant difference

FIGURE 7 (Continued)

		N	Agree	Tend to Agree	Tend to Disagree	Disagree
Staff achievements are recognized.*	AISD	N = 141	31%	42%	18%	9%
	Nation	N = 1331	24%	35%	29%	13%
The principal is willing to discuss problems with teachers.*	AISD	N = 148	56%	26%	9%	10%
	Nation	N = 1324	51%	33%	11%	5%
Teachers cooperate with each other.*	AISD	N = 136	56%	32%	9%	3%
	Nation	N = 1331	35%	49%	13%	3%
The principal is a good representative of the school to parents/community.*	AISD	N = 145	66%	25%	3%	6%
	Nation	N = 1329	46%	38%	11%	5%
Professional development opportunities are targeted to the needs of the school program.*	AISD	N = 155	21%	42%	23%	14%
	Nation	N = 1326	17%	47%	28%	7%
Students obey the school's rules.*	AISD	N = 155	19%	52%	17%	12%
	Nation	N = 1326	16%	56%	21%	6%

* Statistically significant difference

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FIGURE 8
FACTORS WHICH DETRACT FROM QUALITY TEACHING—COMPARISON OF RESPONSES TO SURVEY ITEMS FROM AISD AND A NATIONAL SAMPLE OF TEACHERS

To what degree do you consider each of the factors listed below to be a problem that detracts from your ability to do the best possible job of teaching your students?

		N	Major	Minor	Little or No
Lack of leadership/support from school administrative staff	AISD	N = 138	24%	33%	43%
	Nation	N = 1158	20%	30%	50%
Lack of leadership/support from central office administrative staff	AISD	N = 139	22%	37%	40%
	Nation	N = 1157	24%	36%	40%
Lack of leadership/support from school board*	AISD	N = 130	47%	35%	19%
	Nation	N = 1152	25%	38%	37%
Lack of support from community*	AISD	N = 146	45%	34%	21%
	Nation	N = 1155	26%	41%	33%
Lack of concern/support from parents of children in school*	AISD	N = 147	65%	23%	12%
	Nation	N = 1158	39%	38%	23%
Insufficient resources, e.g., textbooks, supplies, etc.*	AISD	N = 139	25%	42%	32%
	Nation	N = 1141	17%	37%	46%

* Statistically significant difference

FIGURE 9
TEACHERS' JOB SATISFACTION—COMPARISON OF RESPONSES TO SURVEY ITEMS FROM AISD AND A NATIONAL SAMPLE OF TEACHERS

Which of these statements best describes your career plans at this time?

Teaching is my career; I'll teach as long as I can.
Undecided; I'm considering other career opportunities.
Teaching is not my career; I'll leave as soon as I can.

			Teaching Is My Career	Undecided	Teaching Is Not My Career
*	AISD	N = 146	63%	36%	1%
	Nation	N = 1155	74%	24%	2%

Taking into consideration all the variables related to your job, e.g., student attitudes, the degree of respect afforded teachers, salary and benefits, etc., how would you compare teaching as a profession with that of five years ago?

			Improving	About the Same	Declining
*	AISD	N = 109	10%	13%	77%
	Nation	N = 1316	24%	31%	45%

* Differences between groups are statistically significant for both items.

Project BEST

In 1986-87, Project BEST (Basic Effective Strategies for Teaching), a long-range staff development program, entered the third of a projected four years. For the third consecutive year, teachers and administrators were surveyed about the project. The following results were obtained from this year's surveys.

Instructional Leadership. Figure 10 shows administrator and teacher responses to survey items on administrative instructional leadership.

- Most administrators believe BEST has improved their instructional leadership skills and their instructional feedback to staff.
- About half of the teachers recognized an improvement in their administrators. A large percentage of teachers were neutral on these items (some teachers may not have had the same administrators last year).
- High percentages of teachers indicated an administrator had provided feedback to them on at least one factor of reinforcement theory, introduced this year, and on lesson design and motivation, introduced two years ago. Slightly lower percentages of teachers reported receiving feedback on at least one factor of practice theory and retention theory, introduced last year.
- Most administrators believe that Project BEST is facilitating better communication between teachers and campus administrators. However, only about one quarter of the teachers share that belief.

Usefulness. Figure 11 presents administrator and teacher responses to survey items related to the usefulness of Project BEST.

- Nearly two thirds of the teachers believe BEST reinforced their teaching skills and helped them recognize the elements of good teaching.
- Most administrators agree that Project BEST has helped them recognize the elements of good teaching.
- About half of the teachers believe BEST had taught them new skills or made them more effective classroom teachers.
- Nearly all administrators agree that AISD staff are benefiting from the content and strategies of Project BEST. However, about one half of the teachers agree there was a benefit.

- While about three quarters of the administrators agree that the District's continued commitment to Project BEST is important, only about one fourth of the teachers do.

- The majority of teachers have applied Project BEST information on lesson design, motivation, practice, retention, and reinforcement theory to their classroom instruction.

Implementation of BEST Training. Figure 12 shows administrator and teacher responses to survey items relating to the implementation of Project BEST training.

- The majority of the administrators and teachers thought that Project BEST trainers were well prepared.

- About three quarters of the administrators agreed that Project BEST training materials were balanced between elementary and secondary content. Only about one third of the teachers agreed there was a balance.

Spring, 1986 and Spring, 1987 Survey Comparison. Figures 10 through 12 show a comparison of the responses by teachers and administrators to the same items on the spring surveys administered in 1986 and 1987. A statistically significant shift in teacher and administrator opinion occurred between spring, 1986 and spring, 1987 indicating that:

- There is a less positive attitude on the part of administrators and teachers this year than last year reflected on items concerned with instructional leadership.

- The same general trend emerges on items relating to the usefulness of Project BEST, with a few exceptions.

- Administrators are providing BEST feedback to teachers less frequently this year than last year, significantly so for material introduced the first year of the project.

Three-Year Summary. At the conclusion of three years of districtwide implementation, the survey data on Project BEST indicate that:

- Teachers and administrators have found BEST useful in helping them recognize the elements of good teaching and in reinforcing the teachers' skills.

- Teachers are applying BEST information often in their classroom instruction.

- Implementation continues about the same--BEST trainers are well prepared, but the teachers do not believe the materials are balanced between elementary and secondary content.

- Overall, administrators remain more positive than teachers in their attitudes toward Project BEST.

FIGURE 10
PROJECT BEST INSTRUCTIONAL LEADERSHIP--RESPONSES TO DISTRICTWIDE SURVEY ITEMS, SPRING, 1985 THROUGH SPRING, 1987

Key: Agree = Strongly agree, agree Neutral = Neutral
Disagree = Disagree, strongly disagree

	Semester	% Agree	% Neutral	% Disagree
ADMINISTRATORS				
Project BEST has improved my instructional leadership skills.	Spring '85	82	17	1
	Fall '85	86	10	3
	Spring '86	90	8	1
	Spring '87	82	13	5
I have provided more helpful instructional feedback since Project BEST began in 1984-85.	Spring '85	72	22	6
	Fall '85	80	16	4
	Spring '86*	90	7	3
	Spring '87*	78	19	3
Project BEST is facilitating better communication about instruction between teachers and campus administrators.	Spring '85	78	17	5
	Fall '85	79	15	6
	Spring '86*	93	6	1
	Spring '87	80	17	3
TEACHERS				
My principal has provided more instructional leadership since Project BEST began in 1984-85.	Spring '85	28	49	23
	Fall '85	41	42	17
	Spring '86*	45	36	19
	Spring '87	40	43	17
Project BEST is facilitating better communication about instruction between teachers and campus administrators.	Spring '85	46	29	25
	Fall '85	43	27	30
	Spring '86	43	32	24
	Spring '87*	28	33	39
Project BEST is facilitating better communication about instruction among professionals on this campus.	Spring '86	39	33	27
	Spring '87*	29	35	36
An administrator has given me feedback on at least one element of lesson design.	Spring '85	67	15	18
	Spring '86*	80	9	12
	Spring '87*	68	8	24
An administrator has given me feedback on my use of at least one factor of motivation theory.	Spring '85	61	17	23
	Spring '86*	72	12	16
	Spring '87*	62	15	23
An administrator has given me feedback on my use of at least one factor of practice theory.	Spring '86	74	11	15
	Spring '87*	56	15	29
An administrator has given me feedback on my use of at least one factor of retention theory.	Spring '86	56	19	25
	Spring '87	53	15	31
An administrator has given me feedback on my use of at least one factor of reinforcement theory.	Spring '87	62	14	25

* Differences from the previous spring administration are statistically significant.

FIGURE 11
USEFULNESS OF PROJECT BEST--RESPONSES TO DISTRICTWIDE SURVEY ITEMS SPRING, 1985 THROUGH SPRING, 1987

Key: Agree = Strongly agree, agree
Neutral = Neutral
Disagree = Disagree, strongly disagree
Adms. = Administrators

	Surveys	% Agree	% Neutral	% Disagree
Project BEST has helped me recognize the elements of good teaching.	Fall '85 Adms.	83	9	8
	Spring '86 Adms.	91	3	6
	Spring '87 Adms.	90	10	0
	Spring '85 Teachers	64	20	16
	Fall '85 Teachers	57	25	19
	Spring '86 Teachers	62	21	17
	Spring '87 Teachers	56	27	18
Project BEST has reinforced my teaching skills.	Spring '85 Teachers	67	21	11
	Spring '86 Teachers	62	24	14
	Spring '87 Teachers	64	21	15
Project BEST has made me a more effective classroom teacher.	Spring '85 Teachers	42	35	23
	Spring '86 Teachers	44	31	26
	Spring '87 Teachers	41	30	29
Project BEST has taught me new skills.	Spring '85 Teachers	42	29	29
	Spring '86 Teachers	47	24	29
	Spring '87 Teachers	46	26	28
AISD staff are benefiting from the content and strategies of Project BEST.	Fall '85 Adms.	85	14	1
	Spring '86 Adms.	91	7	3
	Spring '87 Adms.	91	5	5
	Fall '85 Teachers	53	29	18
	Spring '86 Teachers	53	33	15
	Spring '87 Teachers	44	29	27
The District's continued commitment to Project BEST is important.	Spring '86 Adms.	89	9	3
	Spring '87 Adms.	76	18	5
	Spring '86 Teachers	44	33	23
	Spring '87 Teachers*	28	22	50

Key: U/O = Usually, Often Some = Sometimes S/N = Seldom, Never

		U/O	Some	S/N
I have applied Project BEST information on lesson design to my classroom instruction.	Spring '85 Teachers	66	28	6
	Spring '86 Teachers	69	25	6
	Spring '87 Teachers	61	32	7
I have applied Project BEST information on motivation theory to my classroom instruction.	Spring '85 Teachers	62	32	6
	Spring '86 Teachers	61	33	6
	Spring '87 Teachers	60	33	7
I have applied Project BEST information on practice theory to my classroom instruction.	Spring '86 Teachers	67	28	5
	Spring '87 Teachers	73	21	6
I have applied Project BEST information on retention theory to my classroom instruction.	Spring '86 Teachers	56	33	11
	Spring '87 Teachers	60	32	9
I have applied Project BEST information on reinforcement theory to my classroom instruction.	Spring '87 Teachers	67	24	9

* Differences from the previous spring are statistically significant.

FIGURE 12
IMPLEMENTATION OF PROJECT BEST--RESPONSES TO THE FALL, 1985, SPRING, 1986, AND SPRING, 1987 DISTRICTWIDE SURVEY ITEMS

Key: Agree = Strongly agree, agree; Neutral = Neutral; Disagree = Disagree, strongly disagree; Adms. = Administrators

	Surveys	% Agree	% Neutral	% Disagree
Project BEST trainers are generally well prepared.	Fall '85 Adms.	87	11	3
	Spring '86 Adms.	87	12	2
	Spring '87 Adms.	85	13	3
	Fall '85 Teachers	63	26	12
	Spring '86 Teachers	65	26	10
	Spring '87 Teachers	65	28	7
Project BEST training materials are generally balanced between elementary and secondary content.	Spring '86 Adms.	53	23	24
	Spring '87 Adms.	74	17	9
	Spring '86 Teachers	37	42	21
	Spring '87 Teachers*	30	37	33

* Differences from the previous administration are statistically significant.

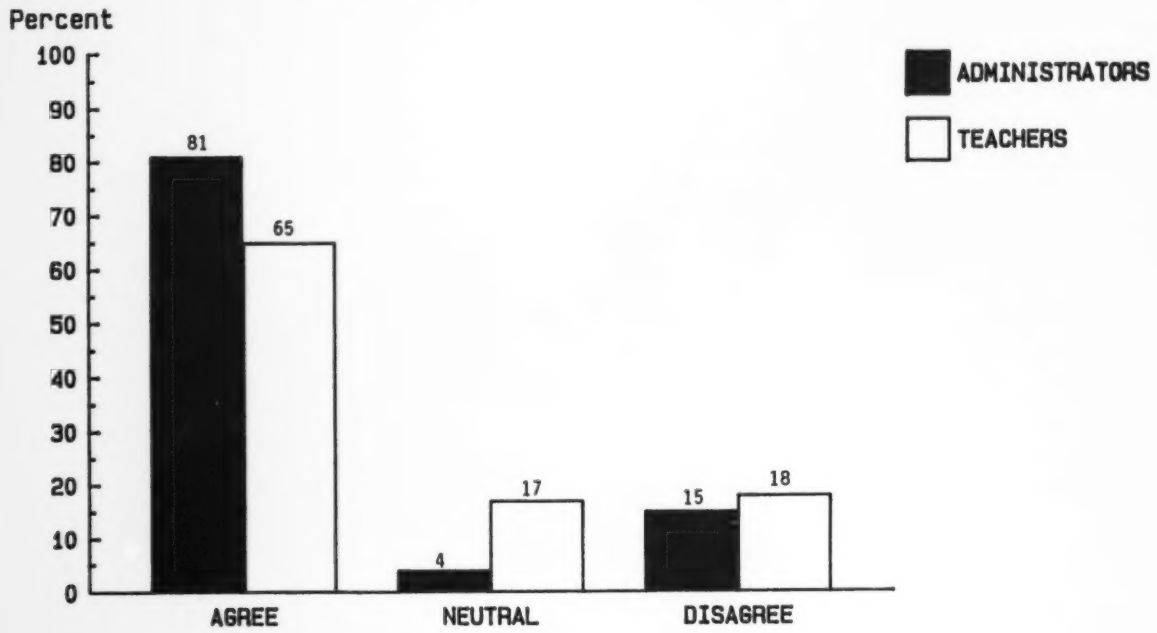
86.45

Adopt-A-School

Although both are positive, administrators are more positive than teachers about the Adopt-A-School Program.

More administrators than teachers believe that teachers have the opportunity to provide suggestions for ways in which adoptors can support the school. Similarly, more administrators than teachers feel that their adoptors are meeting their school's identified needs. Figures 13 and 14 show these differences.

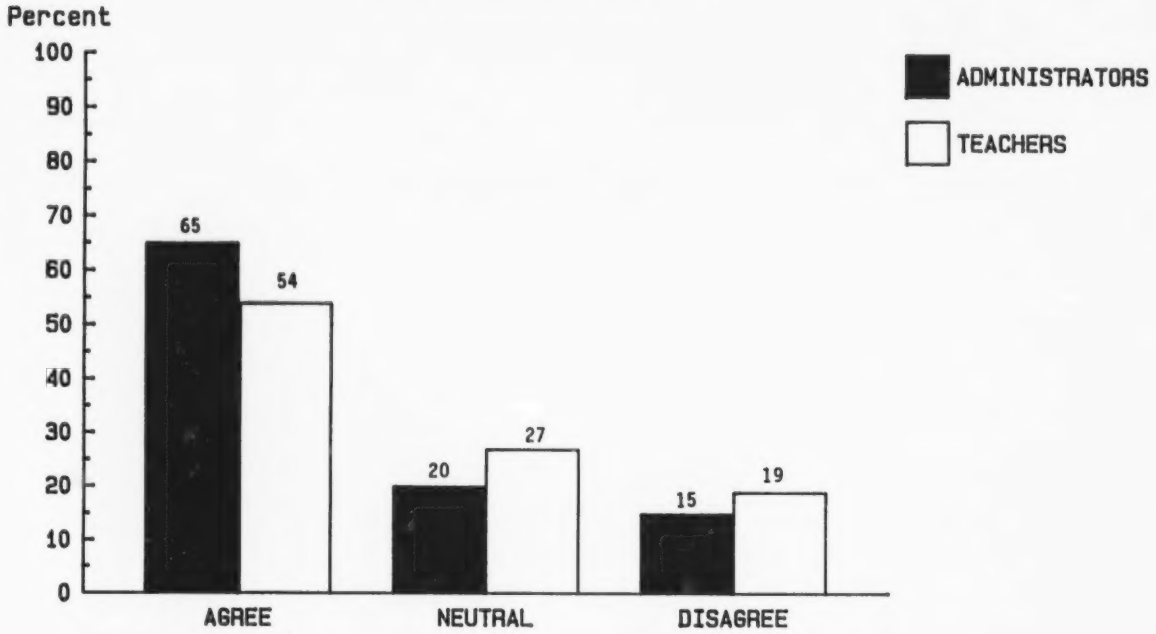
FIGURE 13
ADMINISTRATORS' AND TEACHERS' RESPONSES TO:
TEACHERS HAVE THE OPPORTUNITY TO PROVIDE SUGGESTIONS FOR WAYS IN WHICH ADOPTORS CAN SUPPORT THE SCHOOL.



AGREE = STRONGLY AGREE, AGREE
NEUTRAL = NEUTRAL
DISAGREE = DISAGREE, STRONGLY DISAGREE

FIGURE 14

ADMINISTRATORS' AND TEACHERS' RESPONSES TO: OUR ADOPTORS ARE MEETING OUR SCHOOL'S IDENTIFIED NEEDS.



A = STRONGLY AGREE, AGREE
N = NEUTRAL
D = DISAGREE, STRONGLY DISAGREE

Furthermore, twice as many teachers as administrators felt that their adoptors were not involved in dropout prevention activities/strategies. However, nearly all administrators and teachers responded that parents and school personnel are knowledgeable about Adopt-A-School activities and contributions.

TEACHER OPINIONS

Teacher Appraisal System

Teachers have mixed feelings about the teacher appraisal system.

On the positive side, most elementary teachers thought that their principals gave a clear explanation of how the new appraisal system would work and that principals followed the process as it was outlined in the faculty meeting. Furthermore, over half of all teachers report that the new appraisal system was implemented fairly at their campuses.

On the negative side, however, results indicate that the teacher appraisal system is not fully understood by most teachers. Only one teacher in ten indicated having few questions about the system, and fewer than half claimed to be well prepared for it.

Most teachers rated the new appraisal system less favorably than the former teacher evaluation system. Along the same lines, most teachers indicate that there was a great deal of anxiety on their campuses about the new appraisal system (Figures 15 and 16).

FIGURE 15

TEACHERS' RESPONSES TO:
THE NEW APPRAISAL SYSTEM IS AN IMPROVEMENT OVER OUR FORMER TEACHER EVALUATION SYSTEM.

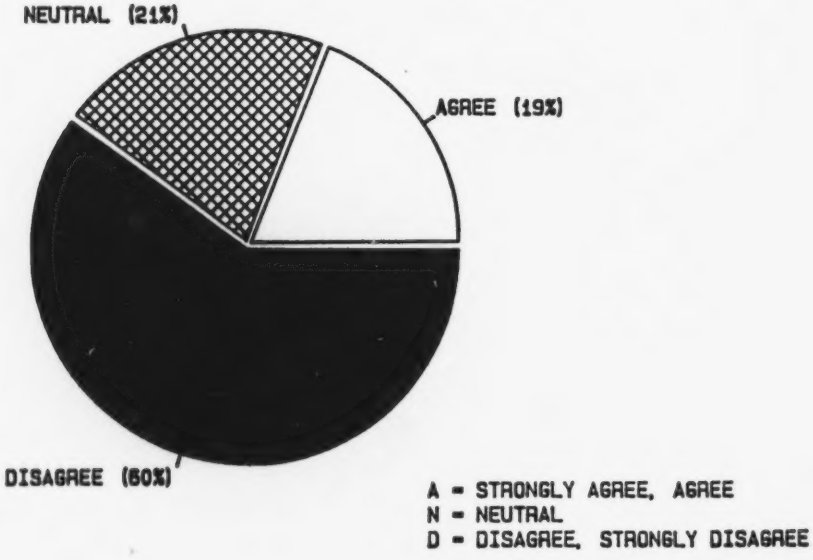
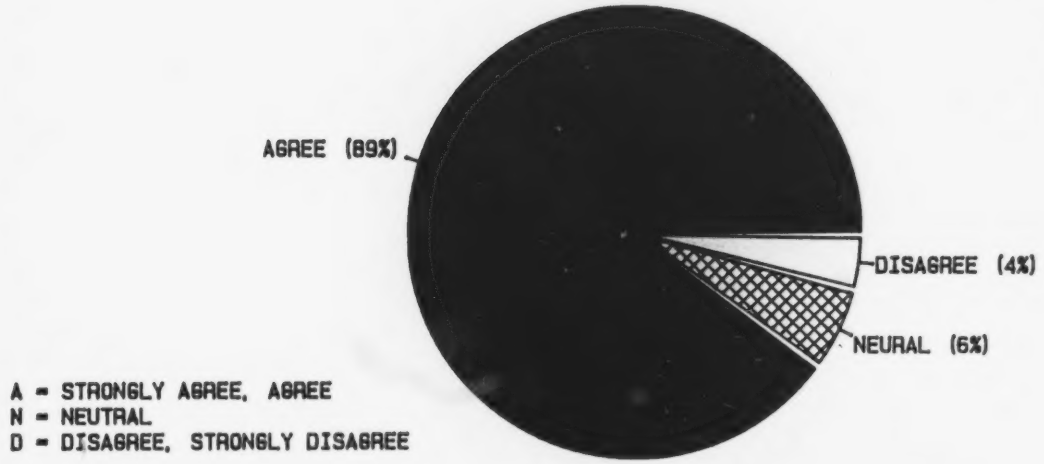


FIGURE 16

TEACHERS' RESPONSES TO:
THERE WAS A GREAT DEAL OF ANXIETY ON OUR CAMPUS ABOUT THE NEW APPRAISAL SYSTEM.



TEAMS

Survey results reflect that, overall, teachers have a good understanding of the TEAMS and related issues. However, despite a districtwide emphasis on the test, some teachers evidence a lack of understanding of criterion-referenced measurement and the relationship of TEAMS to the AISD curriculum. The fact that as many as a quarter of the teachers do not agree with the following statements indicates the need for additional staff development.

- It is appropriate to teach to a criterion-referenced test (such as the TEAMS).
- It is appropriate to move on to other concepts and skills once students master the TEAMS objectives.
- The TEAMS objectives represent minimum basic skills.
- All students should master the TEAMS objectives.

On other TEAMS-related items, most of the teachers claimed to feel a lot of pressure related to TEAMS testing and felt that not enough time was spent on teaching minimum basic skills. In the face of this pressure, most elementary teachers reported a positive response to the effort of improving student performance on the TEAMS. They agreed that:

- The school united as a team.
- The faculty devoted time as a whole faculty discussing their TEAMS scores and strategies.
- Grade levels worked together on strategies.
- More time was spent this year than last year on teaching the TEAMS objectives.

DATA BANK

Students

Subject	Page	Sample
Items of General Interest	24	All high school students
"No Pass, No Play"	24	All high school students
Teaching as a Possible Career	24	All high school students
Summer School	24	All high school students
Quality of School Education	25	All high school students
TEAMS	26	As noted
Vocational Interests	27	As noted

ITEMS OF GENERAL INTEREST

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

THE STATE "NO PASS, NO PLAY" RULE ENCOURAGES ME TO MAKE BETTER GRADES.

NUMBER OF RESPONSES	A	B	C	D	E
3,179	507	847	1,017	378	430
	15.9%	26.6%	32.0%	11.9%	13.5%

THE DISTRICT SHOULD ADD AN AVERAGE OF ONE EXTRA STUDENT PER CLASS IN ORDER TO GIVE TEACHERS A $1,000 RAISE.

NUMBER OF RESPONSES	A	B	C	D	E
3,282	561	739	1,303	328	351
	17.1%	22.5%	39.7%	10.0%	10.7%

WOULD YOU CONSIDER TEACHING AS A POSSIBLE CAREER FIELD?

A. YES, AT CURRENT SALARY LEVELS
B. YES, BUT ONLY IF IT PAID MORE THAN IT DOES NOW
C. NO

NUMBER OF RESPONSES	A	B	C
3,273	266	918	2,089
	8.1%	28.0%	63.8%

WHY DIDN'T YOU GO TO SUMMER SCHOOL? (CHOOSE ALL THAT APPLY.)

A. I DID GO TO SUMMER SCHOOL.
B. I DID NOT FAIL ANY COURSES.
C. I NEEDED TO WORK.
D. SUMMER SCHOOL TUITION WAS TOO HIGH.
E. IT WOULD NOT HAVE CHANGED MY GRADUATION DATE.
F. I NEEDED A BREAK FROM SCHOOL.
G. I HAD OTHER PLANS FOR THE SUMMER.

	NUMBER OF RESPONSES	A	B	C	D	E	F	G
TOTALS	6,117	596	1,754	571	626	360	889	1,321

QUALITY OF SCHOOL EDUCATION

COMPARED TO A YEAR AGO, WOULD YOU SAY THAT THE QUALITY OF EDUCATION IN YOUR SCHOOL . . .

A. HAS GONE DOWN?
B. HAS GONE UP?
C. HAS STAYED ABOUT THE SAME?
D. DID NOT ATTEND HERE LAST YEAR

NUMBER OF RESPONSES	A	B	C	D
3,267	324	805	1,374	764
	9.9%	24.6%	42.1%	23.4%

INDICATE THE PERIODS IN WHICH YOU HAVE A CLASS THAT YOU THINK IS TOO LARGE. (CHOOSE ALL THAT APPLY.)

A. NONE
B. PERIOD 0
C. PERIOD 1
D. PERIOD 2
E. PERIOD 3
F. PERIOD 4
G. PERIOD 5
H. PERIOD 6
I. PERIOD 7

NUMBER OF RESPONSES	A	B	C	D	E	F	G	H	I
4,198	1,488	83	353	497	474	389	411	454	49

WHAT DO YOU THINK ARE THE BIGGEST PROBLEMS WITH WHICH YOUR SCHOOL MUST DEAL?

		Number of Responses	Percent of Responses	Percent of Respondents
A.	USE OF DRUGS	1,103	15	55
B.	LACK OF DISCIPLINE	536	7	27
C.	LACK OF PROPER FINANCIAL SUPPORT	472	6	24
D.	LARGE SCHOOLS/OVERCROWDING	464	6	23
E.	POOR CURRICULUM/POOR STANDARDS	242	3	12
F.	PARENTS' LACK OF INTEREST	221	3	11
G.	TEACHERS' LACK OF INTEREST	317	4	16
H.	MORAL STANDARDS/DRESS CODE	157	2	8
I.	DIFFICULTY IN GETTING GOOD TEACHERS	426	6	21
J.	PUPILS' LACK OF INTEREST/TRUANCY	736	10	37
K.	DRINKING/ALCOHOLISM	592	8	30
L.	LACK OF NEEDED TEACHERS	180	2	9
M.	LACK OF RESPECT OF TEACHERS/OTHER STUDENTS	585	8	29
N.	FIGHTING	478	6	24
O.	PARENTS' INVOLVEMENT IN SCHOOL ACTIVITIES	122	2	6
P.	THERE ARE NO PROBLEMS	176	2	9
Q.	MISCELLANEOUS	373	5	19
R.	DON'T KNOW	238	3	12

NUMBER RESPONDING = 2,000
NUMBER OF RESPONSES = 7,418

TEAMS

INDICATE WHETHER ANY OF THE FOLLOWING WAS A PROBLEM FOR YOU WHILE YOU WERE TAKING THE TEAMS. (CHOOSE ALL THAT APPLY.) (GRADE 11)

		Number of Responses	Percent of Responses
A.	TEST ADMINISTRATORS DISORGANIZED	42	6
B.	NOT ENOUGH LIGHT	21	3
C.	NOT ENOUGH VENTILATION	49	7
D.	TOO MUCH NOISE OUTSIDE TEST AREA	77	12
E.	TOO MUCH NOISE INSIDE TEST AREA	24	4
F.	NOT ENOUGH WORK SPACE	78	12
G.	COULD NOT HEAR INSTRUCTIONS	24	4
H.	DID NOT KNOW WHERE TO SIT	36	5
I.	BELLS RINGING	150	23
J.	INTERRUPTIONS BY PEOPLE ENTERING THE TEST AREA	48	7
K.	ANNOUNCEMENTS INTERRUPTING THE TESTING	41	6
L.	OTHER SCHOOL EVENTS IN CONFLICT WITH THE TESTING	38	6
M.	NOT ENOUGH TIME ALLOWED	37	6

NUMBER RESPONDING = 665

DO YOU THINK THAT THE TEAMS IS A GOOD MEASURE OF YOUR SUCCESS IN THE FUTURE? (ALL HIGH SCHOOL STUDENTS)

A. DEFINITELY YES B. YES C. NEUTRAL. D. NO. E. DEFINITELY NO

NUMBER OF RESPONSES	A	B	C	D	E
3,287	239	675	1,066	757	550
	7.3%	20.5%	32.4%	23.0%	16.7%

HOW HELPFUL WERE THE TWENTY DAYS OF MINI-LESSONS PRIOR TO THE TEAMS IN PREPARING FOR THE TEAMS? (GRADES 11 AND 12)

A. VERY HELPFUL
B. HELPFUL
C. SOMEWHAT HELPFUL
D. NOT HELPFUL
E. A WASTE OF TIME

NUMBER OF RESPONSES	A	B	C	D	E
1,215	113	271	417	124	290
	9.3%	22.3%	34.3%	10.2%	23.9%

THE TWENTY DAYS OF MINI-LESSONS PRIOR TO THE TEAMS WERE HELPFUL IN PREPARING FOR THE TEAMS. (GRADES 11 AND 12)

A. STRONGLY AGREE B. AGREE D. NEUTRAL D. DISAGREE E. STRONGLY DISAGREE

NUMBER OF RESPONSES	A	B	C	D	E
1,222	118	383	408	177	136
	9.7%	31.3%	33.4%	14.5%	11.1%

VOCATIONAL INTERESTS

A. Yes B. No

ARE YOU INTERESTED IN RECEIVING HIGH SCHOOL CREDIT FOR PART-TIME WORK EXPERIENCE? (GRADES 9-11)

NUMBER OF RESPONSES	A	B
3,208	2,095	1,113
	65.3%	34.7%

DO YOU PLAN TO WORK PART-TIME DURING THE SCHOOL YEAR? (GRADES 9-11)

NUMBER OF RESPONSES	A	B
3,148	2,186	962
	69.4%	30.6%

MY EDUCATIONAL PLANS ARE: (ALL HIGH SCHOOL STUDENTS)

A. TO DROP OUT OF HIGH SCHOOL BEFORE GRADUATION
B. TO END SCHOOLING AFTER HIGH SCHOOL
C. TO GO TO VOCATIONAL TECHNICAL TRAINING
D. TO GO TO A COMMUNITY COLLEGE
E. TO GO TO A FOUR-YEAR COLLEGE OR UNIVERSITY

NUMBER OF RESPONSES	A	B	C	D	E
11,622	153	1,039	988	1,329	8,113
	1.3%	8.9%	8.5%	11.4%	69.8%

DATA BANK

Teachers

Subject	Page(s)	Sample
Adopt-A-School	28	All teachers
Project BEST	29-30	All teachers
Appraisal System	31	All teachers, except as noted
TEAMS	32	Elementary
TEAMS	33	All teachers, except as noted

ADOPT-A-SCHOOL

The following scale was used by teachers to respond to the following survey questions:

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

	Number of Responses	A	B	C	D	E
TEACHERS HAVE THE OPPORTUNITY TO PROVIDE SUGGESTIONS FOR WAYS IN WHICH ADOPTORS CAN SUPPORT THE SCHOOL.	132	26 19.7%	60 45.5%	22 16.7%	18 13.6%	6 4.5%
OUR ADOPTORS ARE MEETING OUR SCHOOL'S IDENTIFIED NEEDS.	160	24 15.0%	63 39.4%	43 26.9%	19 11.9%	11 6.9%

A. Not At All B. A Little C. Some D. A Great Deal

	Number of Responses	A	B	C	D
TO WHAT EXTENT ARE PARENTS AND SCHOOL PERSONNEL KNOWLEDGEABLE ABOUT ADOPT-A-SCHOOL ACTIVITIES AND CONTRIBUTIONS?	155	12 7.7%	54 34.8%	62 40.0%	27 17.4%
TO WHAT EXTENT ARE YOUR ADOPTERS INVOLVED IN DROPOUT PREVENTION ACTIVITIES/STRATEGIES?	138	44 31.9%	39 28.3%	46 33.3%	9 6.5%

PROJECT BEST

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

	Number of Responses	A	B	C	D	E
PROJECT BEST IS FACILITATING BETTER COMMUNICATION ABOUT INSTRUCTION BETWEEN TEACHERS AND CAMPUS ADMINISTRATORS.	135	4 3.0%	34 25.2%	44 32.6%	34 25.2%	19 14.1%
PROJECT BEST IS FACILITATING BETTER COMMUNICATION ABOUT INSTRUCTION AMONG PROFESSIONALS ON THIS CAMPUS.	149	7 4.7%	36 24.2%	52 34.9%	36 24.2%	18 12.1%
PROJECT BEST HAS HELPED ME RECOGNIZE THE ELEMENTS OF GOOD TEACHING.	155	25 16.1%	61 39.4%	41 26.5%	15 9.7%	13 8.4%
MY PRINCIPAL HAS PROVIDED MORE INSTRUCTIONAL LEADERSHIP SINCE PROJECT BEST BEGAN (IN 1984-85).	164	15 9.1%	50 30.5%	71 43.3%	20 12.2%	8 4.9%
AISD STAFF ARE BENEFITING FROM THE CONTENT AND STRATEGIES OF PROJECT BEST.	145	7 4.8%	57 39.3%	42 29.0%	29 20.0%	10 6.9%
AN ADMINISTRATOR HAS GIVEN ME FEEDBACK ON MY IMPLEMENTATION OF AT LEAST ONE ELEMENT OF LESSON DESIGN.	166	33 19.9%	80 48.2%	14 8.4%	25 15.1%	14 8.4%
AN ADMINISTRATOR HAS GIVEN ME FEEDBACK ON MY USE OF AT LEAST ONE FACTOR OF MOTIVATION THEORY.	138	23 16.7%	62 44.9%	21 15.2%	21 15.2%	11 8.0%
AN ADMINISTRATOR HAS GIVEN ME FEEDBACK ON MY USE OF AT LEAST ONE FACTOR OF PRACTICE THEORY.	148	16 10.8%	67 45.3%	22 14.9%	28 18.9%	15 10.1%
AN ADMINISTRATOR HAS GIVEN ME FEEDBACK ON MY USE OF AT LEAST ONE FACTOR OF RETENTION THEORY.	137	16 11.7%	57 41.6%	21 15.3%	25 18.2%	18 13.1%

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

	Number of Responses	A	B	C	D	E
AN ADMINISTRATOR HAS GIVEN ME FEEDBACK ON MY USE OF AT LEAST ONE PRINCIPLE OF REINFORCEMENT THEORY.	146	22 15.1%	68 46.6%	20 13.7%	21 14.4%	15 10.3%
PROJECT BEST HAS MADE ME A MORE EFFECTIVE CLASSROOM TEACHER.	124	14 11.3%	37 29.8%	37 29.8%	25 20.2%	11 8.9%
PROJECT BEST HAS REINFORCED MY TEACHING SKILLS.	155	19 12.3%	80 51.6%	33 21.3%	17 11.0%	6 3.9%
PROJECT BEST HAS TAUGHT ME NEW SKILLS.	138	7 5.1%	57 41.3%	36 26.1%	27 19.6%	11 8.0%
THE DISTRICT'S CONTINUED COMMITMENT TO PROJECT BEST IS IMPORTANT.	143	7 4.9%	33 23.1%	32 22.4%	34 23.8%	37 25.9%
PROJECT BEST TRAINERS ARE GENERALLY WELL PREPARED.	138	9 6.5%	80 58.0%	39 28.3%	8 5.8%	2 1.4%
PROJECT BEST TRAINING MATERIALS ARE GENERALLY BALANCED BETWEEN ELEMENTARY AND SECONDARY CONTENT.	168	3 1.8%	47 28.0%	62 36.9%	30 17.9%	26 15.5%
I HAVE APPLIED PROJECT BEST INFORMATION ON LESSON DESIGN TO MY CLASSROOM INSTRUCTION.	137	43 31.4%	41 29.9%	44 32.1%	5 3.6%	4 2.9%
I HAVE APPLIED PROJECT BEST INFORMATION ON MOTIVATION THEORY TO MY CLASSROOM INSTRUCTION.	154	45 29.2%	48 31.2%	51 33.1%	8 5.2%	2 1.3%
I HAVE APPLIED PROJECT BEST INFORMATION ON PRACTICE THEORY TO MY CLASSROOM INSTRUCTION.	145	57 39.3%	49 33.8%	30 20.7%	8 5.5%	1 0.7%
I HAVE APPLIED PROJECT BEST INFORMATION ON RETENTION THEORY TO MY CLASSROOM INSTRUCTION.	136	25 18.4%	56 41.2%	43 31.6%	9 6.6%	3 2.2%
I HAVE APPLIED PROJECT BEST INFORMATION ON REINFORCEMENT THEORY TO MY CLASSROOM INSTRUCTION.	162	43 26.5%	66 40.7%	39 24.1%	11 6.8%	3 1.9%

APPRAISAL SYSTEM

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

	Number of Responses	A	B	C	D	E
MY PRINCIPAL GAVE A CLEAR EXPLANATION OF HOW THE NEW APPRAISAL SYSTEM WOULD WORK.	94	36 38.3%	40 42.6%	11 11.7%	5 5.3%	2 2.1%
MY PRINCIPAL FOLLOWED THE PROCESS FOR TEACHER APPRAISAL AS IT WAS OUTLINED IN THE FACULTY MEETING.	88	47 53.4%	27 30.7%	12 13.6%	1 1.1%	1 1.1%
I WAS WELL PREPARED FOR THE NEW APPRAISAL SYSTEM.	135	11 8.1%	51 37.8%	27 20.0%	27 20.0%	19 14.1%
THE NEW APPRAISAL SYSTEM IS AN IMPROVEMENT OVER OUR FORMER TEACHER EVALUATION SYSTEM.	160	7 4.4%	24 15.0%	33 20.6%	35 21.9%	61 38.1%
THERE WAS A GREAT DEAL OF ANXIETY ON OUR CAMPUS ABOUT THE NEW APPRAISAL SYSTEM.	158	112 70.9%	29 18.4%	10 6.3%	4 2.5%	3 1.9%
I HAVE MANY QUESTIONS ABOUT THE TEACHER APPRAISAL SYSTEM.	145	53 36.6%	43 29.7%	34 23.4%	13 9.0%	2 1.4%
I FEEL THAT THE NEW APPRAISAL SYSTEM WAS IMPLEMENTED FAIRLY AT OUR CAMPUS.	165	20 12.1%	67 40.6%	32 19.4%	26 15.8%	20 12.1%

Note: The first two items listed above were asked only of elementary teachers.

Attachment 2
(Continued, Page 5 of 6)

TEAMS

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

	Number of Responses	A	B	C	D	E
I BELIEVE OUR WHOLE SCHOOL PULLED TOGETHER AS A TEAM TO IMPROVE STUDENT PERFORMANCE ON THE TEAMS.	97	43 44.3%	32 33.0%	15 15.5%	6 6.2%	1 1.0%
ONCE STUDENTS MASTER THE TEAMS OBJECTIVES, IT IS APPROPRIATE TO MOVE ON TO OTHER CONCEPTS AND SKILLS.	84	34 40.5%	34 40.5%	12 14.3%	3 3.6%	1 1.2%
I SPENT MORE TIME THIS YEAR TEACHING TEAMS OBJECTIVES THAN I DID LAST YEAR.	90	31 34.4%	26 28.9%	19 21.1%	10 11.1%	4 4.4%
OUR GRADE LEVEL WORKED TOGETHER IN STRATEGIES TO IMPROVE STUDENTS' PERFORMANCE ON THE TEAMS.	101	50 49.5%	33 32.7%	13 12.9%	2 2.0%	3 3.0%
I AM FAMILIAR WITH DR. POPHAM'S STRATEGIES TO IMPROVE STUDENT PERFORMANCE ON THE TEAMS.	92	2 2.2%	26 28.3%	24 26.1%	24 26.1%	16 17.4%
OUR FACULTY DEVOTED TIME AS A WHOLE FACULTY DISCUSSING OUR TEAMS SCORES AND STRATEGIES TO IMPROVE STUDENTS' MASTERY OF THE TEAMS OBJECTIVES.	95	37 38.9%	41 43.2%	7 7.4%	8 8.4%	2 2.1%

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

	Number of Responses	A	B	C	D	E
I FEEL TOO MUCH TIME IS SPENT TEACHING MINIMUM BASIC SKILLS.	139	6 4.3%	20 14.4%	34 24.5%	65 46.8%	14 10.1%
THERE IS A LOT OF PRESSURE FELT BY OUR TEACHERS THAT IS RELATED TO TEAMS TESTING.	173	79 45.7%	59 34.1%	17 9.8%	14 8.1%	4 2.3%
IT IS APPROPRIATE TO TEACH TO THE TEST IF THE TEST IS A CRITERION-REFERENCED TEST (SUCH AS THE TEAMS).	138	19 13.8%	48 34.8%	35 25.4%	18 13.0%	18 13.0%
THE TEAMS OBJECTIVES REPRESENT MINIMUM BASIC SKILLS.	147	23 15.6%	74 50.3%	31 21.1%	12 8.2%	7 4.8%
ALL STUDENTS SHOULD MASTER THE TEAMS OBJECTIVES.	132	28 21.2%	46 34.8%	23 17.4%	26 19.7%	9 6.8%

A. MINI-LESSONS B. TESTING TIPS C. TEST ANXIETY EXERCISES

		A	B	C
INDICATE WHICH OF THESE ITEMS WERE HELPFUL BEFORE THE TEAMS EXAMS. (CHOOSE ALL THAT APPLY.)	368	164	126	78

Note: The last item listed above was asked only of secondary teachers.

DATA BANK

Administrators

Subject	Page(s)	Sample
Adopt-A-School	34	Campus administrators; central administrators as noted
Project BEST	35	Campus administrators
Project BEST	36	Central administrators

ADOPT-A-SCHOOL

The following scale was used by administrators to respond to the following survey questions:

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

	Number of Responses	A	B	C	D	E
TEACHERS HAVE THE OPPORTUNITY TO PROVIDE SUGGESTIONS FOR WAYS IN WHICH ADOPTORS CAN SUPPORT THE SCHOOL.	27	13 48.1%	9 33.3%	1 3.7%	4 14.8%	0 0.0%
OUR ADOPTORS ARE MEETING OUR SCHOOL'S IDENTIFIED NEEDS.	40	9 22.5%	17 42.5%	8 20.0%	3 7.5%	3 7.5%
OUR ADOPTORS ARE MEETING OUR SCHOOLS' IDENTIFIED NEEDS. (Central Office)	92	2 2.2%	34 37.0%	50 54.3%	2 2.2%	4 4.3%

A. Not At All B. A Little C. Some D. A Great Deal

	Number of Responses	A	B	C	D
TO WHAT EXTENT ARE PARENTS AND SCHOOL PERSONNEL KNOWLEDGEABLE ABOUT ADOPT-A-SCHOOL ACTIVITIES AND CONTRIBUTIONS?	38	3 7.9%	9 23.7%	18 47.4%	8 21.1%
TO WHAT EXTENT ARE YOUR ADOPTORS INVOLVED IN DROPOUT PREVENTION ACTIVITIES/STRATEGIES?	27	4 14.8%	6 22.2%	9 33.3%	8 29.6%

PROJECT BEST

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

	Number of Responses	A	B	C	D	E
PROJECT BEST IS FACILITATING BETTER COMMUNICATION ABOUT INSTRUCTION BETWEEN TEACHERS AND CAMPUS ADMINISTRATORS.	35	8 22.9%	20 57.1%	6 17.1%	0 0.0%	1 2.9%
PROJECT BEST HAS HELPED ME RECOGNIZE THE ELEMENTS OF GOOD TEACHING.	31	13 41.9%	15 48.4%	3 9.7%	0 0.0%	0 0.0%
AISD STAFF ARE BENEFITING FROM THE CONTENT AND STRATEGIES OF PROJECT BEST.	42	17 40.5%	21 50.0%	2 4.8%	0 0.0%	2 4.8%
PROJECT BEST HAS IMPROVED MY INSTRUCTIONAL LEADERSHIP SKILLS.	39	9 23.1%	23 59.0%	5 12.8%	0 0.0%	2 5.1%
I HAVE PROVIDED MORE HELPFUL INSTRUCTIONAL FEEDBACK TO STAFF SINCE PROJECT BEST BEGAN (IN 1984-85).	37	11 29.7%	18 48.6%	7 18.9%	1 2.7%	0 0.0%
THE DISTRICT'S CONTINUED COMMITMENT TO PROJECT BEST IS IMPORTANT.	38	14 36.8%	15 39.5%	7 18.4%	1 2.6%	1 2.6%
PROJECT BEST TRAINERS ARE GENERALLY WELL PREPARED.	40	11 27.5%	23 57.5%	5 12.5%	0 0.0%	1 2.5%
PROJECT BEST TRAINING MATERIALS ARE GENERALLY BALANCED BETWEEN ELEMENTARY AND SECONDARY CONTENT.	35	4 11.4%	22 62.9%	6 17.1%	3 8.6%	0 0.0%

PROJECT BEST

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

	Number of Responses	A	B	C	D	E
PROJECT BEST IS FACILITATING BETTER COMMUNICATION ABOUT INSTRUCTION BETWEEN TEACHERS AND CAMPUS ADMINISTRATORS.	101	19 18.8%	49 48.5%	23 22.8%	4 4.0%	6 5.9%
AISD STAFF ARE BENEFITING FROM THE CONTENT AND STRATEGIES OF PROJECT BEST.	101	24 23.8%	52 51.1%	18 17.8%	3 3.0%	4 4.0%
PROJECT BEST HAS IMPROVED MY INSTRUCTIONAL LEADERSHIP SKILLS.	102	22 21.6%	48 47.1%	22 21.6%	3 2.9%	7 6.9%
THE DISTRICT'S CONTINUED COMMITMENT TO PROJECT BEST IS IMPORTANT.	103	26 25.2%	35 34.0%	29 28.2%	5 4.9%	8 7.8%
PROJECT BEST TRAINING MATERIALS ARE GENERALLY BALANCED BETWEEN ELEMENTARY AND SECONDARY CONTENT.	102	8 7.8%	32 31.4%	43 42.2%	15 14.7%	4 3.9%

Attachment 4

LIST OF FIGURES

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